

# **CRANSTON SCHOOL COMMITTEE MEETING**

**JUNE 17, 2013**

**HOPE HIGHLANDS ELEMENTARY SCHOOL**

**300 HOPE ROAD, CRANSTON, RI 02921**

**EXECUTIVE SESSION 6:00 P.M.**

**IMMEDIATELY FOLLOWING - PUBLIC SESSION**

## **MINUTES**

The regular meeting of the Cranston School Committee was held on the above date with all members present. Attorney Cascione was present for Executive Session.

The meeting was called to order at 6:00 p.m. and was convened to Executive Session pursuant to RI State Laws –

### **1. PL 42-46-5(a)(1) Personnel:**

- a. (Discussion of Administrator A's Evaluation)**
- b. (Renewal of Contracts – Administrators/Principals)**
- c. (Discussion of Administrator B)**

### **2. PL 42-46-5(a)(2) Collective Bargaining and Litigation:**

- a. Contract Negotiations' Update(s)**
- b. (Secretaries)**
- c. (Teachers)**
- d. (Teacher Assistants)**
- e. (Bus Drivers, Mechanics)**

**f. (Tradespeople)**

**Call to Order – Public Session was called to order at 7:00 p.m.**

**The Pledge of Allegiance was conducted.**

**The roll was called; a quorum was present.**

**Executive Session Minutes Sealed – June 17, 2013**

**Moved by Mrs. Ruggieri, seconded by Mrs. Culhane and unanimously carried to seal the minutes from Executive Session.**

**Minutes of Previous Meetings Approved – May 15th and May 20th, 2013**

**Moved by Mr. Traficante, seconded by Mrs. Culhane and unanimously carried to approve the above previous minutes of May 15th and May 20th.**

**Public Acknowledgements/Communications – There are none.**

**Chairperson's Communications**

**Ms. Iannazzi would like to welcome her Kindergarten and first grade teachers back to Cranston Public Schools, Mrs. Jeske and Mrs. Velannie. It's nice to see you here.**

**Superintendent's Communications**

**Dr. Lundsten stated – Good evening. I’ve had the extreme pleasure in the past month to attend ceremonies across this City giving our students awards for achievements, accomplishments and really honoring our students. There were three (3) graduations, which were wonderful events. I’m so proud of our students and of the teachers who have supported them; I just wanted to acknowledge those folks. I was delighted to see those students walk across the stage. It’s truly a site to behold. I’ve got pictures posted on the website as well as my comments and I would hope that you would take a look at that and thank our teachers as well as our students for their accomplishments.**

**I would also like to acknowledge in the audience tonight, Meg Frasier.**

**Meg Frasier provides us coverage in the Cranston Herald and has done this for several years. She’s been very fair and balanced. Tonight it’s my understanding that it’s her last evening; is she in the audience? Please stand up Meg. Meg is moving on and she is going to be working with Congressman Langevin’s Office. We wish you the best.**

**School Committee Member Communications – There were none.**

**Public Hearing**

**Students (Agenda/Non-Agenda Matters) –**

**There being none, Ms. Iannazzi asked for a motion to take Resolution No. 13-6-01 out of order. A motion was made by Mrs. Ruggieri,**

**seconded by Mr. Traficante and unanimously voted to take this resolution out of order.**

## **RESOLUTIONS**

### **SPONSORED BY THE SCHOOL COMMITTEE**

**NO. 13-6-01 – Whereas, Stephanie DiChiro, an elementary school teacher at the Garden City Elementary School, has been named the Cranston School District Teacher of the Year, and**

**Whereas, Stephanie has been integral part of the Garden City faculty since 1986 where she has served on the Response to Intervention Team, the School Improvement Team, the district All Day Kindergarten Committee, and is the chairperson for the Garden City School Reading Committee, and**

**Whereas, Stephanie is an outstanding teacher, a true professional and an advocate for her students. She is also a role model for new educators and continually agrees to take on a student teacher who she molds, nurtures and develops into a confident first year teacher.**

**Be it Resolved, that Stephanie DiChiro be recognized by the Cranston School Committee for her outstanding accomplishments as a teacher in our community.**

**Be it further Resolved, that Stephanie receive a copy of this**

**resolution signed by the members of the Cranston School Committee.**

**At this time, Ms. Iannazzi asked Mrs. McFarland, the clerk of the committee to assume the chair.**

**A motion was made by Mrs. Ruggieri and seconded by Mr. Gale to approve Resolution No. 13-6-01.**

**Ms. Iannazzi stated - I would like to recognize, on behalf of the School Committee, Stephanie DiChiro, who is an elementary school teacher at Garden City Elementary School. She has been named “Cranston School District Teacher of the Year”. I’ve known who has been Miss Hasian (Mrs. DiChiro), since I was in first grade in Garden City School. As I said earlier, I had Mrs. Zito at the time but my brother and cousins were all fortunate to have Miss Hasian and they still have fond memories to this day of the many great events that she had. The resolution goes into some details of Mrs. DiChiro’s accomplishments which include serving at Garden City since 1986 on their Response to Intervention Team, the School Improvement Team, the District All-Day Kindergarten Committee, and she is the chairperson for the Garden City School Reading Committee. Anyone that knows Mrs. DiChiro knows that she seeks great pleasure out of molding the lives of children in her classroom. She truly gives everything that she has to that task. It is our pleasure on the School Committee to recognize her for her outstanding accomplishments and we will be presenting her with this resolution.**

**The motion was made and seconded. The roll was taken:**

**Mr. Colford Yes Mr. Gale Yes**

**Mrs. McFarland Yes Mrs. Ruggieri Yes**

**Mrs. Culhane Yes Mr. Traficante Yes**

**Ms. Iannazzi Yes**

**Ms. Iannazzi added – Would Dr. Napolitano display the banner as well.  
Thank you.**

**Members of the Public (Agenda Matters only) – Ms. Iannazzi reminded the public that they will have the opportunity to speak for three minutes tonight.**

**Gino DiLorenzo, 26 Fernbrook Drive**

**Good Evening. I'm here this evening to discuss a topic that's near and dear to me; my children's education and well-being. I understand that the committee wants to do away with the permits which allow students to attend neighboring schools outside of their district. I understand that this policy was granted and can also be taken away. My problem with the committee's decision is that it doesn't take into account some of the other valid reasons why a child may need to attend another school; one of them being before and after school care. Both my children attended St. David's pre-school in Dean Estates. Over the years, they have attended school and have made tremendous bonds with children that they have gone through the school system with since 3 years of age. We have come to rely on**

these parents and families to watch and protect our children when we cannot. We are both working professionals and in order to provide for our children, we need this social network in place. It would be impossible to afford before and after school day care. In this day and age, with all that is happening in the world, as a parent I cannot tell you how important it is to have people in place that you can trust with your children. My children truly trust and love them as well. There is no price you can put on that and doing away with the permits is going to take all of this away. Who is going to pay the ultimate price; the child. It took years to build these bonds and with one committee vote it's going to be taken away. As I had mentioned earlier, these permits were granted; as committee members you can review this policy and make it work. You allowed the permits to exist and when you did you allowed the children to make bonds. As parents we would hope these will be life long bonds and you allow children to learn from wonderful educators that have also built these bonds. You have allowed students to grow accustomed to these surroundings. All of which have a profound impact on their social and educational well being. As an elected committee member your job is to do what is best for the children of this city. I can tell you that my children are not just numbers to throw around at the expense of a policy that was granted and now has ended its usefulness. It must be examined fully and allow an understanding for why these permits were given in the first place; to help children grow in an educational system that is right for them. I understand the committee needs to address this issue but this is a very delicate tightrope and more clear in thought must be

used here. The permits were granted; you allowed children to attend the different schools and by doing so, allowed it to get to this point. Perhaps a better approach would be to not grant any new permits; allow the children that are already in school finish their educational journey with their friends and if they have siblings, we allow them to attend as well. In five to six years you will phase this out completely. Or, look at the conditions that are currently admissible; and structure it to include conditions that you may have overlooked in your haste to get this policy through so that you literally won't be uprooting children and displacing so many families. As a parent I can't tell you how incredibly difficult the learning of this policy has been for me. I can't imagine how it's going to be to have to sit down and tell my children. I ask you to reconsider. I want to thank you for your time and my hope is that you will look at it from a parent standpoint. Thank you.

**Christine McDonough, 18 Hersey Road**

My son is in second grade on a permit at Garden City School. He has been there since the beginning of his education. He was granted the permit on the basis of a restructuring program that resulted at Waterman Elementary School due to lack of enough children to hold both a morning and afternoon kindergarten. He knows no other place; he has become a member of the community in that school; he cherishes the friends that he has made in that school. He truly would be devastated if it was told to him that he could no longer attend G.C. I ask that you please look at him, not as a number, but as an

individual and the reason why he is there and to allow him to remain there. He would not be able to make the transition back to his community school. He knows no one there. The people he knows and is comfortable with are the people in the school he is with right now. I understand that there is an issue that has to be looked at; but I ask you to look at the incoming amount of permits and please look at those children that are already in place and allow them to remain there and to stop the future of the permits. All Day Kindergarten has been a question mark in the city for a number of years. It takes a lot of preparation and a lot of money to put that in place. The back cohort of children that you are looking at to start kindergarten are now 3 & 4 years old. My son is 8. He does not affect those numbers at this moment in time. Look at where they are; look at the population of where those children reside right now; where they would be attending school. I ask you to please really consider looking at this and allow those children to stay in place. Thank you.

Jeremy Tung, 69 Waldon Way

I'm speaking on the permit issue; I've already spoke with Mr. Colford, Mr. Gale and

Mr. Traficante privately regarding this. As elected members, it is your duty; your responsibility to help the children not hurt them. Doing away with these permits now is going to do exactly that. Hurt the children. The way it's written in the policy right now (revised policy) in order to continue studying the availability of the empty classrooms for the implementation of All Day Kindergarten, let's be honest; the

implementation of All Day Kindergarten is not happening. Why? Money. You're going to need....and these are factual numbers presented to CEAB: \$6.4 million to renovate the schools for 17 additional classrooms, \$1.75 million for teachers including itinerants, \$1.2 million for teacher assistants, \$195,000 for transportation, \$26,000 for supplies, and \$26,000 for furniture. That's just over \$9.5 million. You don't have it. The city doesn't have it; you're already still trying to pay down the debt from a law suit from five years ago. Not to mention the school department's budget has already been cut by the City Council. So, where exactly are you going to come up with \$13 million to do the All Day Kindergarten? The fact is; it's not happening. The implementation of All Day Kindergarten is a pipe dream. Speaking on behalf of Hope Highlands where my daughter goes, we got about 40 permit students here. You get rid of the permits here, and you are going to decimate the PTO. This PTO here at this school is one of the best PTO's in this entire district. The permit parents here are heavily involved in this PTO. For example; a permit parent was a coach here at the Walk-A-Thons. My wife also helped in fundraising for that Walk-A-Thon. They raised \$13,000 for the school in that single fundraiser. That's more than some schools in this whole district make. You get rid of these permit parents; good bye PTO. It's going to have an extremely negative impact on the school. Then think about the effect of the kids; you're removing kids from the environment they are comfortable in. So you say, ok, the 5th and 6th grade kids can stay but what about the kids in the 4th grade. They've been in their school now for 4 years; they love the teachers;

they love the school; all of their friends are there; and you just want to pick them up and move them to a brand new school. Let's take them away from all of their friends that they love and have fun playing with and that entire social network that the parents have with the other parents as well. And then, them in a strange new building with all new kids and all new teachers; a whole new environment. That is damaging to the child. I know some of you have children so put yourself in that position. The other issue that's going to come up is transportation. My daughter's home school currently does not have transportation from her school to her after school care. That's going to create a logistical problem because you're going to have to create new transportation routes. That means money and logistics. If you want to eliminate permits why not grandfather in the current 432 students that are already tracked. Let them stay in. Eliminate the permits if you want moving forward but let the kids that are in, finish their education. That is what will be best for the students and for the schools they are currently in. Thank you.

**John Wolf, 48 Bartlett Avenue**

Good evening students, parents, administrators and members of the Board of Education. Thank you for the opportunity to come and speak to you. My name is John Wolf and I've been a Cranston resident for the last 13 years. I'm a fifteen year veteran of Middle School Math and Science classes in Providence. I'm also a US Navy veteran. Most importantly tonight I'm a father of two great sons who currently attend Rhodes School on permit. Tonight I ask all of you as

members of the board, to reconsider for further study the policy changes surrounding permitting in Cranston. Last year my wife and I moved both of our sons, currently in second and fourth grade from the Charter School that I teach in Providence. We petitioned to Rhodes due to the bulk of our close neighborhood connections. Attending this great school along with the knowledge of space available in the grades they were attending. The boys have had a great year there thanks to incredible teachers, a strong administration and it's a testament to the Cranston Public School system. Most importantly for kids entering a new school, the school culture was welcoming and challenging. They and we are very happy. My question to you tonight is this, "Why is this change happening this way and why is it happening now?" If the issue truly is getting an accurate number for a full day kindergarten, let's survey principals and families; take census data; use the internet and do whatever it takes to get an accurate count. I understand that 150 students are now displaced in their home school by this policy. I also understand 450 students are currently using the permitting process. I know when I petitioned, that my sons might someday have to move the school if the letter from the Superintendent ever came if classrooms they were entering were full. That letter never came. Part of my problem tonight is with the process. Three days ago, I found out about this policy change through a second person. It was coincidental. I know and appreciate that the board is trying to get to a solution for the numbers' problem but my question is, at this time,...I will have to tell my kids in three days that they will be losing all the strong

connections that they just made. For us that means that 60 days from now and the end of next year would be trying to chart a new educational course for my younger son this year. As a taxpayer if there's a seat available in a nearby neighborhood school where 90% of our community connections and after school connections come from, as a taxpayer, I think it's right that we have a chance for our son to fill that opening space. I understand that the system may be challenging to manage administratively but with advance in technology this shouldn't be a hurdle that requires sweeping an immediate change such as this. This will adversely affect roughly 300 families more than it needs to. Thank you again for your time and for your continued service to our community. Please count on me if you need help with a solution that makes good sense for Cranston.

**Wenley Ferguson, 48 Bartlett Avenue**

My husband just mentioned my two sons so I'll keep this brief. Just from a perspective of a parent who's been able to get fully integrated into a school that we just had the privilege to enter. As the gentleman before me mentioned, our family network; our connections for after school care is based upon those connections made in our neighborhood over the last 13 years in Edgewood. Without that after school care, I work part-time; my husband works full-time, we do a lot of juggling acts just like other parents do. That strong network of families and friends who take care of our children as well as we provide after school care for some of our friends. This is crucial to us. Our sons have become fully integrated into Rhodes Elementary

School thanks to the great leadership of Mr. Zanfini, the principal. We've been able to get involved in the PTA; help with school projects, trying to improve the school campus and we've done a lot of different kinds of projects to integrate environmental...the school environment with our local environment down at Narragansett Bay. It's been a great opportunity to be at Rhodes and we want to continue that opportunity realizing that these are children not just our sons but the 432 children that would be affected. We have less than a week remaining during this calendar year and to have to tell our children that next year they're not going to be able to go to the school that they have become to love and know; it doesn't have to be this way. Whatever we as a school community can do to help with the assessment of the needs in the school for future changes that have to take place to allow for full day kindergarten, we'd be willing to help with that and I just want to impress upon you that this process...we knew nothing about this up until Friday. Another parent found out about it indirectly and we want to be part of the process to help make sure that our schools have space for all the children in the future but we need time; this decision is being done too quickly with not enough time for families to plan and make the appropriate changes necessary.

**Ed Angilly, 168 Laurens Street**

A couple of agenda items: One is the Wellness Policy. I know there was quite a lot of discussion the other night regarding recess and the denial of recess for behavioral issues and the terminology used is

refrained from using that. I think stronger terms should be used and in the event that a teacher needs to deny recess, it should be documented so we understand how many times this is being used as a tool to help the behavior issues. That way parents can see why it's happening and there's got to be other things they can do. We want the physical fitness out there.

The other thing is the permit issue. A lot of people are just finding out about it; I understand everybody has their reasons to apply for permits. By bringing this up has brought it to the surface. I think that if a child is denied attendance at their home school and it's because a permitted student has filled the class, there should be a way for them to go and contact..... how many permitted kids are in that school that don't belong there and maybe they're given the reasons and specific names as to why those permitted kids are there. The information now is out there about permits; a lot of us didn't know about permits; some of us did but I think the parents that are denied their children at the home school should be given some type of way to find that information out.

**Kerri Kelleher, 83 Freedom Drive**

I've spoken before this committee many times in the past, generally as a president of BASICS. It is unusual and unprecedented for me to be putting my interests first. That is what I'm going to do tonight. As some of you know, last year we moved 1.2 miles and that was enough that our home school changed from Woodridge to Glen Hills. Initially I only applied for a permit for my older son going into 6th grade and

felt that moving schools for one year would be too difficult. Our intention was for Jack and Kaley to attend Glen Hills for Grades 3 and kindergarten respectively. However, our circumstances changed and our three ended up remaining at Woodridge last year. There must have been some sort of divine intervention because we also found out in November that my Jack has an autism spectrum disorder, which up until a few weeks ago it was simply known as Aspergers. As we have been unraveling the puzzles surrounding him, we have learned so much about his strengths and his weaknesses. We are still starting a very long journey of learning together. One of the most asked questions by his doctors and the new members of his team at Bradley and Meeting Street is, "Does Jack have any friends?" When we told him of the "fab five" his friends that he's had since Mrs. Bowen's kindergarten class, these doctors were simply amazed. Jack has been gifted with a few very wonderful friends that look past his quirky and at times strange behaviors and who like him for who he is. And equally important, they protect him from the harsh words of his peers and help guide him to make socially acceptable choices to help him fit in. This is equally as important as anything he learns in school. Mrs. Socia, Jack's teacher, has been wonderful. She is kind and understanding and it is great to know that he is in such great hands. Jack doesn't have an IEP or a 504, mainly because we are waiting for further testing to find out if he has a learning disorder. That factor is key in determining what his needs will be. I do want to mention that all of Jack's testing; neurological assessments, I Q's, sensory tests, and the like have been done through our insurance or

paid out of pocket and not through Cranston Public Schools. We didn't intend to ask things of the district that we didn't need or to burden the schools with yet another test or IEP or 504 that was unnecessary when things were going just fine for him. Last week I came home from Bradley Hospital with a letter from the therapist that Jack sees every week outlining the importance of him remaining with his amazing friends at Woodridge. I was going to include it in my permit letter for Jack. Not for Kaley because we always intended for her to return to her home school, Glen Hills, even though we're still not sure how we're going to be at two places at once for 3 p.m. pick up. That night I saw a face book posting about the end of permits and I had to read through the work session agenda again. I read it initially but there were Observation Policies and Wellness Policies and I missed this on the very end. This policy even with the changes made at the Work Session have made it necessary for me to request a 504 meeting to protect my son for next year. I am burdening my son's teachers, administrators, and the school staff with a 504 request during the last week of school as I try to keep Jack at Woodridge. While it may no longer be his home school, it is the only school that is his home. To have to tell him he won't be able to stay in the social safety of Woodridge and with his "fab five" is something I will not do. I am going to move mountains to protect my son. For once, that is my first priority; but now I am going to put on my other hat and speak for some of the other 599 children. With 450 children on permits and another 150 displaced, I agree there is a serious problem. The Assistant Superintendent and her staff should not have to spend the

month of July working on permit requests. I think we have bigger fish to fry. Hearing the permits were granted in the past based on the parking or playgrounds is indicative of a major problem. The permits have gotten out of control and changes need to be made. But there is a right way to do it and this isn't it. As permitting now works, parents write their letter and await a letter that comes in August. When I got this letter for the first time last year it made me nervous and I had a little bit of a nervous breakdown. But once I understood that's how the policy worked, I have no worries waiting for that August letter. Now imagine a child is entering 4th grade. They aren't protected under the phase-out that was added for grade 5 and 6. If a parent has permitted a student for whatever reason, since kindergarten, they would have gone through the permitting process four times. Their children will finish the school year; say goodbye for the summer, and then parents would have gotten a "you'll hear from us in August" letter. Everyone would have gone about their summer business as usual. But as this policy is ruled out effective June 30th, now this family gets a letter maybe in late July or early August. The child finds out they will have to return to their home school and they didn't get to say goodbye or have any sort of closure with the school or their friends; and the family now has a limited amount of time to prepare their child for a new school. I can imagine the mirage of phone calls that will come with these letters. The old schools, the new schools and the central administration. Time should be spent preparing for the upcoming year for common core alignment and the .....instead you will be arguing with families and giving ....towards the new

students. So much for the time you're saving in July. Even better, those crazy first weeks of school, we'll have five new students per grade on average in attendance. In addition to trying to review everything these kids forgot over the summer and get ready for the October NECAP's, we'll be dealing with new kids, social issues, anxiety and the light. Not to mention, "Where's the bathroom?" These students in question are 6-10 years old. There's a better way to do this. I can assume that the district has the contact information for these families. How about letting them know that this change is coming; how about setting different degrees of this policy and phasing it in. Parents shouldn't have to find out about this the last week of school and thank god we did because otherwise this would have been snuck in under the radar. You'll get no argument from us that change is needed; however, this policy needs to be re-worked and a plan for transition for these children that is smooth and painless. Thank you.

**Kathleen Torregrossa, 1331 Hope Road**

I'm here to speak tonight about the Wellness Policy specifically Section 15, the Phys. Ed piece. In this policy it is mandatory that students receive 100 minutes of phys. ed. I am an elementary teacher here in Cranston so I just wanted to let you know about the impact of that. One hundred minutes of phys. ed. means an additional 40 minute block of phys. ed. per elementary school student. I do support this policy but I just have some suggestions of how this might be actually implemented. First of all, hire more phys. ed.

teachers because we're going to need them in order to do an additional 40 minute block. Second, I would say ask the elementary principals to re-vamp the schedule. The reason why I ask for that is that the elementary schools currently have a 40 minute block for art so everyone of our teachers are already getting an art block of 40 minutes. And, if you could add the grade level team, so if my 1st grade partner had art, she could block the same time I had my phys. ed. 40 minute block, we would have a 40 minute block of common planning time, which I know is important to you. I would ask that the schedule get re-vamped; we hire some more teachers; we block this up so that it is done at the same time art is done so that we have some common planning time. I obviously support that this regulation be put into place. I also want to take this opportunity on this second agenda item and I want to congratulate my friend, Stephanie DeChiro. I'm glad she is still here. I just want to say that Stephanie was my mentor when I left Special Education and decided to go into first grade at Garden City School. She was a fabulous mentor then; she continues to be a fabulous mentor. I hope she stays with the district for a really long time and thank you, Stephanie, for being the shining star.

**Beth Stewart, 65 Cohasset Lane**

Thank you for giving me the opportunity to speak. My son, Dylan Stewart, is currently on permit to go to Hope Highlands. He's in first grade. Similar to many of the parents here I would seriously ask you to reconsider eliminating the permits. We have three children; my

husband and I both work full time; we have a 1, 4, and 7 year old so you can imagine that there is a ton of juggling that goes on at my house. I travel a lot and we utilize Pumpkin Patch for before and after care as well as the day care for my one year old and four year old. They do not currently bus to Hope Highlands so if the permits were eliminated that would require us finding new before and after care or a completely new day care for all three of my children. On such a short time period that puts an extreme burden on us; it was a huge shock for us to find out Friday that the permits were being eliminated.

I'm going to keep this short; bottom line like many of the parents here, I'm asking you to reconsider the permits. I really do not want to have the conversation with my son the last week of school to say he is not going to see any of his friends next year. I can understand that you need to do this; but if you would consider implementing it over time with some more notice for us or grandfather in the current students that are on permit. Please think about what all the parents here have said tonight and putting the 450 permit kids' interest first. Thank you.

Lindsey Iacabbo, 28 Pengrove St.

My son attended Arlington School in the beginning of the school year after kindergarten and I changed his school due to an incident that occurred at Arlington. I did not receive a phone call from a teacher or the principal after this incident occurred. I felt that my child was not safe and asked for permission for him to attend another school. He was granted permission to go to Woodridge and since then things

have been great; he has done really well in school; there are no worries. There are teachers at the front door. I don't know why one school varies so differently from another but as a parent, I shouldn't have to worry about my child's safety. I truly feel that his safety was compromised. He's made friends at Woodridge. Mrs. Bowen is incredible and I feel like that is the place that he is to be. He also has ADHD and he's done tremendous with that. I feel, as a taxpayer and a lifelong resident of Cranston, I should have the right to put my child where I feel he is safe. In my eyes, safety is the number one concern for my child. No matter where he is he needs to be safe. This was not provided at the previous school. I urge you to re-consider this permit change. Thank you.

**Jason Colangelo, 117 Laura Circle**

I am here tonight for the permit issue as most people are. I have a 3rd and a 1st grader at Hope Highlands. We started our journey actually when we registered our child in Garden City, our home school, and there was no room. We did go through the permit process. I've read a lot about this course and as your kids get older everything has to change. Our older son has ADHD and he doesn't learn like every other average child. We play by the rules and the fact that you're going to make these changes and the fact that as a Cranston resident we pay a premium for school services, this whole thing seemed very

underhanded the way the whole thing came out. We can thank Kerry for letting us know via face book. This whole thing was swept under the rug. In August we're all going to have to have this awful parent moment with our kids and a lot of them didn't do anything wrong. We, in fact, went and asked for the home school and were denied that school and we went to another measure. We played by the rules and we paid our taxes and have had our kids here for the conditions of truancy; if there is a safety issue with the child, or population. If you look at the population....I get it. If a family moves into Hope Highlands and my kid is preventing them from attending their home school then we should have to go. But this has not happened. They are still all accounted for within the numbers, etc. The whole kindergarten thing has opened our eyes about the budget point. It is about dollars and cents and you can't afford to do the full day. At this point in time, any big major thing like this cannot be ...you can't think of it then execute it within a time of three or four weeks when you think about the relationships these kids have created. I urge you more as a parent, as a Cranston Public School member. You all have a true responsibility to the kids, the teachers and the City of Cranston. I ask each and every one of you to sit back as a parent and ask if you play by the rules would you want to sit down and tell your kids that they have to go to another school. This is really awful and I am very disappointed. This whole thing seems so off. It seems very dishonest and that to me is something that I want to go ahead and represent. Thank you for your time. I think most changes like this should come in phases. I'm in business; I don't tell people one week

from now you're going to have to go ahead and get a new job. You have families with after school care; there's teacher consideration; there's a lot more. Every first day of school, they can't get the busing right; how are they supposed to take all these permits and try to move all of these students. I think you're really biting off way more than you can chew.

**Ray and Antulella Pasquariello, 2072 Cranston Street**

We are permit parents. We have two children who are permitted to attend Orchard Farms from Peters. We are seriously opposing or looking for you to reconsider this policy that's in place. We can reiterate a lot of what's been said already this evening but a lot of that's not necessary. Since moving our kids they thrive in the Orchard Farms community. We have a third child in West Side Pre-School who we would also like to have at Orchard as well and this policy would prevent this.

Mrs. Pasquariello stated – I just want you to consider what we are talking about here. We're not talking about moving boxes or widgets from one room to another. We're talking about people and families. We've made a significant investment into this new community; our children have also faced their own challenges where moving into the new school, they have overcome them. This does have a serious impact both educationally and socially. To go through that again in such a short period of time with absolutely no notice and no preparation and no opportunity for us to be able to consider other alternatives on this notice, is just unreasonable. It has a huge

psychological impact. At this time, Mrs. Pasquariello spoke about her daughter. Seriously consider what we're talking about here; this fell on my lap because of friends that know that I am on permit. I am on the PTO; I was voted the PTO board member for next year. I am embedded into this school and what you're suggesting is that I no longer be part of it. We're talking about our children as well. There are other ways to figure out this whole time case situation and this is not one of them. Thank you.

**Suzanne Arena, 88 Lincoln Dr.**

I just wanted to point out that I think it's a great idea that the last gentleman before had brought up that there used to be some sort of dialog between us and I understand that it's because it's the School Committee but perhaps the Superintendent could think about quarterly meetings with the parents (a select group) with new policy that's coming up so that we have a better dialog. I'm here to talk about recess. I know I've sent you all some things; some studies and information on enforcing why I think recess is important. I was concerned when my daughter who is ADHD but not with a 504; these children when they forget their homework, they have to stand on the wall or they have to sit in the office. One of the things that bothered me the other night was when School Committee Member Ruggieri had pointed out that teachers need to have certain tools. It's really hard where they're limited at this point. The process is used as a tool. The way I see this is that there is a science to this. That showing physical activity sparks biological changes and encourages brain cells. It

provides a platform of stuff anywhere from less bullying; feelings of safety at school. There are some other issues with lunch being an issue and the monitors will take recess away from children; which, are we getting that change to 15 minutes? I want to make sure that was going to be made in the policy. The yacker trackers; I don't know if anybody heard about this but it's a great solution to having children see where they're going to and can actually be part of the solution, instead of having their recess taken away. Children need to have recess, especially in the elementary schools. I'm happy to provide whatever I can for solutions but I think Mr. Anguilly had said that we need to have an IDP which is an Individual Disciplinary Plan. What that means is if a child is written up a second time, the parent would be called in and meet with the guidance counselor or the teacher and they would put something into play. The child would now be held accountable. Just doing it over and over again does nothing. I'd like to see something more that would make us help the teachers too.

**Toni DeSimone, 28 Cohasset Lane**

I just learned of this a couple of days ago. Two years ago we received a permit to attend Hope Highlands Elementary School due to financial and transportation issues. I have a son entering 5th grade and a daughter entering the 4th grade. This decision would damage all the relationships they've built in the past two years. What they have been through in the last couple of years is actually pretty tremendous. They've shown a lot of courage and conviction; I ripped them out of their school in the middle of the school year to attend this

school. We already went through a transition. We got them through that successfully. My husband and I are embedded in the PTO just as many other men and women up here. Last year I wanted to be an asset to the community and to the school; I chaired the 20th anniversary birthday bash here at Hope Highlands, which was a huge success, as you know. This year I am in charge of the Sunshine Committee and my husband is in charge of the biggest fundraiser that the school has. If you grant this, I would have to go home and tell my children the bad news and I don't know if they can handle it as well as we can. This decision must not be entered into lightly because it's not just numbers. It makes no sense not to grandfather in the current students that have permits.

**Lamas Vargas, Betsy Williams Drive**

Every point has been made and I don't want to reiterate it. I hope that you reconsider that we don't need to go ahead and go through this process by eliminating the permit process. I just received notice today that this meeting was taking place by a friend of a friend who doesn't even have their kids in the Cranston Public School system. I just would like you to reconsider next time there is a meeting the fact that there is more notice given out to the parents and I wonder if this was an election year if this in fact would actually be in fine print as it was last week and put into the agenda on Friday. I'm hoping that this was not part of a political process whatsoever and I wonder if this would be in place next year. Consider grandfathering those parents who do have permitted children and support the process. Please

**reconsider the process. Thank you.**

**Ms. Iannazzi noted that they will comment back when the item has been removed.**

### **Consent Calendar-Consent Agenda**

**Our proposed consent agenda this evening are Resolutions No. 13-6-3, 13-6-4, 13-6-5, 13-6-6, 13-6-7, 13-6-8, 13-6-9, 13-6-10, 13-6-11, 13-6-15, 13-6-16, 13-6-17, 13-6-18, and 13-6-19.**

**A motion was made by Mr. Gale, seconded by Mrs. McFarland. The roll was called. All were in favor.**

**Dr. Lundsten stated – Tonight we've accepted a retirement for Mr. Catauro, the Italian Teacher at Western Hills Middle School. I had the pleasure to attend Awards Night at Western Hills and it's clear to me that he is a much beloved teacher and he will be truly missed. We'd like to wish him our best wishes and congratulations in moving forward with the new part of his life. He is one of our highly skilled teachers and we will miss him.**

### **Action Calendar/Action Agenda**

**Rachel Blustein is unable to make it tonight so this resolution has been withdrawn and we will do this at another meeting when the student is able to attend.**

**NO. 13-6-02 - Whereas, Rachel Blustein, a 6th grade student at Woodridge Elementary School entered into a flag drawing contest sponsored by the Rhode Island Art Educators Association, and**

**Whereas, Rachel distinguished herself by winning this contest for her drawing of a lighthouse inspired flag.**

**Be it RESOLVED, that the Cranston School Committee extends its congratulations and recognizes Rachel Blustein for her artistic accomplishment.**

**Be it further RESOLVED, that a copy of this resolution signed by the members of the Cranston School Committee, be presented to Rachel Blustein.**

## **RESOLUTIONS**

### **PERSONNEL – ADMINISTRATION**

**NO. 13-6-03 - RESOLVED, that at the recommendation of the Superintendent, said certified administrator be renewed as follows:**

**Michelle David, Principal, Arlington Elementary School**

**Contract Effective Date: July 1, 2013**

**See attached Financial Impact Analysis**

**NO. 13-6-04 - RESOLVED, that at the recommendation of the Superintendent, said certified administrator be renewed as follows:**

**Roxanne Murphy, Principal, Chester Barrows Elementary School**

**Contract Effective Date: July 1, 2013**

**See attached Financial Impact Analysis**

**NO. 13-6-05 - RESOLVED, that at the recommendation of the Superintendent, said certified administrator be renewed as follows:**

**Tonianne Napolitano, Principal, Garden City Elementary School**

**Contract Effective Date: July 1, 2013**

**See attached Financial Impact Analysis**

**NO. 13-6-06 - RESOLVED, that at the recommendation of the Superintendent, said certified personnel be recalled from layoff, and**

**Be it further RESOLVED, that the Superintendent notify these individuals of the committee's actions.**

**NO. 13-6-07 - RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:**

**Maria Santonastaso, Early Childhood PK-2**

**Cristen Rekrut, Secondary Math**

**Julie Gendron, Library Media Teacher K-12**

**Meagan Merhi, Elementary\Middle Special Education**

**Terren Findeisen, Art PK-12**

**Elizabeth Sanfilippo, Secondary History**

**Brianna Lennon, Elementary**

**NO. 13-6-08 - RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:**

**Richard Grenier, Head Coach Boys' Soccer**

**CHSE**

**Step-7**

**Class-B**

**Playing Competition-High School**

**Experience-Former Head Coach Cranston West Boys' Soccer**

**Certification-RI Coaches Certification; CPR\AED\First Aid**

**Jared Zimmer, Head Coach Boys' Soccer**

**CHSW**

**Step-7**

**Class-B**

**Playing Competition-High School**

**Experience-Assistant Coach-Shea High School**

**Certification-RI Coaches Certification; CPR\AED\First Aid**

**Lloyd Bochner, Head Coach Girls' Basketball**

**CHSE**

**Step-7**

**Class-B**

**Playing Competition-None**

**Experience-Cranston East Assistant Coach Girls' Basketball**

**Certification-RI Coaches Certification; CPR\AED\First Aid**

**NO. 13-6-09 - RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following certified personnel be accepted:**

**Robert Catauro, Teacher**

**Western Hills**

**Effective Date...August 23, 2013**

**NO. 13-6-10 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:**

**Sherry Rivers, Bus Monitor**

**Transportation**

**Effective Date...May 13, 2013**

**Authorization...New**

**Fiscal Note...13445090 51110**

**Eric Robinson, Bus Driver (Probationary)**

**Transportation**

**Effective Date...June 13, 2013**

**Authorization...Replacement**

**Fiscal Note...10345190 51110**

**NO. 13-6-11 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:**

**Jose Vasquez, Custodian**

## **PURCHASES AND PURCHASED SERVICE**

**Resolved, that the following purchases be approved:**

**NO. 13-6-15- Science supplies in the amount of \$7,945.33 (Pending the availability of funding 2013-14)**

**Number of bids issued     13**

**Number of bids received     8**

**NO. 13-6-16- Gas/Oil Burner Combination in the amount of 7,600 for Arlington Elementary School.**

**Number of bids issued     7**

**Number of bids received     2**

**NO. 13-6-17 - Library supplies in the amount of \$2,192.25 (Pending the availability of funding 2013-14)**

**Number of bids issued 5**

**Number of bids received 4**

**NO. 13-6-18 - Technology Education supplies in the amount of \$13,098.61 (Pending the availability of funding 2013-14)**

**Number of bids issued 11**

**Number of bids received 11**

**NO. 13-6-19 - Heating Fuel Oil based on pricing in Oil Price Daily (an OPIS publication) with a .0360 increment over low posting for the period 9/1/13 through 8/31/15**

**Number of bids issued 10**

**Number of bids received 3**

## **POLICIES AND PROGRAMS**

**NO. 13-6-12 - RESOLVED, that at the recommendation of the Superintendent, the amended General Policy Statement – Permits, #5117, be approved for first reading (see policy attached).**

**A motion was made by Mrs. Culhane and seconded by Mrs. Ruggieri**

**for discussion on the above resolution:**

**Mrs. Ruggieri stated – There was just two points that I wanted to make tonight for discussion. One of them were the figures that Mr. Tung had mentioned and those were figures that I presented at CEAB based on us opening the new buildings so a lot of the larger expenses as far as renovations, etc., were based on us not using our old current buildings. I wanted to make that piece clearer. The other thing I wanted to let people know is that this policy was put on an agenda like every other policy that we put on agendas. Our agendas are done the same way for every meeting that we have. I know people say that this is the end of the year and these are important issues for the end of the year but we work all year long so the end of the year is not necessarily the end of our year. Our year doesn't really even end. We make policy changes throughout the summer. I wanted to make clear that when things come up on our agendas, they're on there for public record; they are put up on the Secretary of State's website; put on our website; and are available to the public. Thank you.**

**Ms. Iannazzi stated – I just want to add to that very briefly that this is not the first time the permit policy has been put on the agenda. Permits were discussed at the May Work Session of the School Committee. It was a public meeting which was advertised in accordance with the Open Meetings Act. Permits were put on the June Work Session of the School Committee which was a public meeting which the minutes of the meeting will be posted. The agenda**

was posted with appropriate notice in line with the Open Meetings' Law; it was posted again for today; appropriate posting in compliance with the Open Meetings Law and it will be posted again for another meeting because as a School Committee policy dictates, Policies take two votes from the School Committee. So this permit policy will have been posted for four separate meetings before it is active. For any member of the public to suggest that a member of the School Committee is trying to pull the wool over anyone's eyes is frustrating. Again, four meetings have been posted or will be posted by the time the policy is active.

Mr. Colford stated – Just a couple of questions. Do we know when we started this process? How far back it was. Mr. Votto answered that he cannot say officially when but around the time Hope Highlands opened up in 1993, the school was no longer available for people who were in this area because of the way it was districted. I would think that at that particular point formerly, permitting began because the Hope Highland parents who tried to get in, had to go to Oak Lawn. This would be 20 years.

Mrs. Nota-Masse noted that the original policy that we have goes back to the mid 70's if not earlier.

Mr. Colford stated – Mr. Dillon, do you know how many permits we have in certain grades? If you don't have that maybe you can get that at some point. Mr. Dillon indicated that he would provide this information to the School Committee at the next meeting. Mr.

Colford added that he can certainly put himself in the position of these parents. I think what's happened here is we tried to do the right thing a long time ago, and obviously what's happened is it's kind of gotten out of control. Now at this point, saying to bring it back in control because we have to look at a number of different things and there's certainly a point that you have to do that. For us to just come in and cut this off really, for the public, isn't the best way to do that. My proposal would be to grandfather the permits already given out there; come back to our permitted process the way you want it to be and realize that we have to take responsibility and accountability for our actions. We allowed these permits to go out so we ok'd this whether we wanted to or not. For us to correct it we need to take some time. It certainly didn't happen overnight. At this point we have to address it but we also need to know what the right thing to do here is. If you addressed this by grandfathering at this point; yes it's a long process and it would be six years but each year it would be a little bit less. I would respectfully challenge this and maybe we should do that; let's do the right thing for the children; that is what we're here for.

Mrs. McFarland stated – One of my concerns listening tonight to the parents is hearing some of the safety concerns. It's probably one of my biggest issues with the permit process; we haven't addressed that at all in this policy. We need to look out and make sure that we're taking the best steps; the most important steps in making sure that our children are safe. The second issue I have is a lot of the permits

have been granted since 1969 and while the policy is old and we are now in charge of updating all of our policies throughout the district. We may not always agree on our policies but I think that the best method would be taking the children that are currently in the permit system; gradually over the next several years do away with the permit process; letting the children remain where they are and then deal with the process as new children come on; permits will not be granted unless they meet some of the criteria that is in place by the district. On that behalf I will be supporting my colleague that for tonight, this particular policy, I will not support in this format.

Ms. Iannazzi stated – I think it's important at this point for Mrs. Nota to reiterate what she stated at the Work Session about administrators ability to change the schools for issues other than permits. There are a number of situations throughout the district where children are moved for issues that have nothing to do with permits.

Mrs. Nota-Masse stated – We do have situations that we use our administrative discretion. One of which could be an issue that was raised at Arlington or there are some children who need full time nursing available to them at all times. I've spoken to Mrs. Svitil who is our Nursing Supervisor who has agreed that if that becomes a criteria she would look at each individual student on a case by case basis and determine if their medical needs would warrant being at a school with a full-time nurse because we do have several children who have Type 1 Juvenile Diabetes and that is something that is an

absolute must to have a full time nurse. We have students who may have made some inappropriate choices at their schools and need to be moved for various reasons and again, we exercise our administrative discretion about moving a child. I do understand what parents are saying; I have a child in the schools and I get it. We do move students for reasons besides permits that we feel as though are our responsibility for the safety of the student or the students around them. That necessarily isn't a permit; that is an administrative move for either medical or disciplinary reasons.

Mrs. Culhane stated – I have a few points that I'd like to get to. The first one is to my colleague Mr. Colford; we didn't create this issue. This is an issue that, yes there is a School Committee policy that was created long before any of us were here but this is an administrative issue. It is not incumbent upon the School Committee to make the rules that the administration is charged with. Our administration has come to us to tell us now that clearly there is an issue for which we need a policy for. To say that we've created this issue; no, we haven't created this issue. I'm a parent of 3 students in Cranston Public Schools and one of the issues I keep hearing is parents saying, "We pay taxes and so we should be able to say where we want our children to go". We don't have school choice in Cranston. I'm happy we don't because that shows that this district believes that every school from Orchard Farms to Edgewood Highland are wonderful schools. There are some unfortunate experiences that happen but every child should grow, thrive, be safe and successful. As a

member of the School Committee, I stand behind that. I'm happy there isn't school choice; I'm happy that we as a district are supporting neighborhood schools so that your neighborhood children go to the same schools with the other children in the neighborhood. I believe that's an important model that we should be supporting. The other thing I keep hearing from parents tonight; and I hear exactly what you're saying because I hear the same things from my children about issues in fairness and things at school; you're talking about your children and what about the 432 children. Who's speaking for the 150 children who some of their parents that I've heard from, who said their child can't go to their neighborhood school because there are children on permit in that grade/classroom and now they have to be clustered to another school. So, while I speak for 432 of your children; I also am speaking for the silent parents of the 150 children who have been told "no" you can't be part of the neighborhood even though they want to. I think that is something that needs to be brought up here. Another important fact is that the children who are on permit must reapply for every year. Maybe that's a discussion, as difficult as it is, that if those of us who have children on permit, say to our children, "Listen, this document says that we have to re-apply every year and there's a chance that you may not be there next year." That is absolutely a difficult conversation to have but this decision that we're making up here tonight isn't easy for us either. This isn't a number game; this isn't a joke; this isn't about politics. This is about making it fair for every single child and if we just kick the can down the road, we're not going

to solve the issue. If we wait as some of my colleagues have recommended, I'm sure we will only continue to increase. We have made accommodations for 5th and 6th grade students; while every child would be affected; those are the children that would be the most affected by an issue like they've had the most longevity in the school.

For a parent to write to me and say they are not considering the longevity, please read the policy, because we are. I think that ....this isn't a flippant decision; this isn't a decision that was made overnight.

Our administration has been working tirelessly for hours and weeks on end and trying to come up with a reasonable solution and while it's not a palatable solution to everybody; it's the best solution that we can come up with to solve the space issues that we have now. You're right; we're not going to be able to do All-day kindergarten this year or next year or maybe the year after; that's not the only thing this is about. This is about putting the children back in the schools where they belong so that everybody can be where they belong. Not just your kids; not just my kids but every student in the 11,000 student population in Cranston Public Schools.

Mrs. McFarland asked – In regards to the 150 students being clustered and being refused entrance into their rightful schools, when you look at that, we requested a breakdown which we requested we receive tonight and I haven't seen that breakdown of where the 432 children are currently going or the 150 that have been denied access to their home school and what would be the process; we talked about what would be the process for a child's parent if they did not like the

outcome. There is no policy; it's just an administrative regulation that you would be imposing that you would make decisions based upon where it's best to place children. If a parent didn't like that decision, who do they go to, because if it's an administrative decision there is no policy to go to the School Committee or to go another body? If they didn't like it what would happen?

Ms. Iannazzi stated – All of our policies have an appellant policy. A discussion ensued regarding Mrs. McFarland's question.

Mrs. Nota-Masse stated – For administrative decisions in terms of a safety issue, if a parent came to us and explained the situation and we investigated it and determined that it would be in the best interest of the child, we would work very collaboratively with the parents. We have to look first to where there's room because very often we hear things like Hope Highlands can accommodate 1000. I can't commit to a school accommodating a large number of students if the second grade happens to have 59 kids; and the first grade may have 35 kids. It's a variable number so parents need to understand that while this particular school can accommodate certain amount of students; many of our older buildings do not have that much room. That is often tossed around but different buildings can accommodate different numbers of students. As far as the moving with students, if you're going through a disciplinary process; if your child has been asked to come to the Assistant Superintendent or the Superintendent for a disciplinary reason, we have a hearing; we investigate and then

a determination is made as to whether or not the child should remain at their home school. For reasons of discipline, we move students and at that point we provide transportation because we are moving the child. If at any time any parent disagrees with any decision either I make or Dr. Lundsten makes, they can always appeal to the board. The only other time would be a medical issue; that's decided with the nursing staff. I am not qualified to make a medical decision. I am also trying to gather accurate numbers at this time.

Also, I have numbers that I will pass along to Mrs. McFarland. I was most recently asked about numbers for 5th and 6th so I have those accurately. Mrs. McFarland noted that she did make this request at the last meeting for that information.....Ms. Iannazzi noted that an e-mail went out to all of the secretaries to pull all the files today so that's why it took so long. But the information did come in today and copies can be made for the update and as I stated earlier, School Committee policies take two meetings to pass.

Ms. Iannazzi stated – In regards to Mr. Colford's suggestion, we discussed the possibility of phasing out over several years but the problem that was discussed at the Work Session, which still remains a valid concern but no one has addressed, is where does the line end? A discussion ensued.

Mrs. Ruggieri stated – I also wanted to remind people that this process; when you have this process going on every year, the letter

that goes out does tell you that you have to reapply for this permit every year. There's no guarantee every year that you will get this permit. That's something that I think we need to remember and there's also a difference, and I think there's a little bit of confusion between placement and a permit. I think that needs to be understood.

A lot of what the Assistant Superintendent was talking about as far as those acceptances is more of a placement issue which is separate from the permits. That's where we need to make that distinction.

Mr. Gale stated – This is a very difficult decision; I can see both sides of the argument; for the school district to have a clear sense of where their students are and what schools they are at. It makes sense to stop the permits right now unless they meet one of the criteria. However, we are talking about hundreds of parents in the school district that are going to be affected by this. I come down; I'm voting against this policy just because of the logistics for the parents; I would hope that we could find a solution that would work easily for everyone. It will eventually go down every year. You could almost predict how much it would go down every year and so I think that this is something you could fact into; like how many permits we are going to need. I think I'm going to vote "no" on this policy as is.

Mrs. Culhane stated - I have a point to make and then a question. We talked about the difference between a placement and a permit. I don't know if it would behoove us to include any language in this. Maybe we don't need it because ...I just think that parents need some

clarification between what would be something for a 501 or an IEP or a disciplinary placement vs. a parent requesting a permit. My addendum to that is for a child notwithstanding a 504 or an IEP that discussion for placement would happen within those discussions. For the record, no one here and no one in the school district would ever see a request or a discussion on a 504/IEP as a burden to this district because it's what we do as a district for all of our children. For children on either of those pieces or in a disciplinary issue, would those parents have to reapply for permits; any of those placements that were made out of a 504/IEP, a safety or a disciplinary issue. Would those parents then have to reapply for permits? How would that process work?

Mrs. Nota-Masse explained this process to the committee at this time.

Mr. Traficante stated – Parents, there's little doubt in my mind that you touched us tonight. You touched me in particular. Your comments hit home; there's no doubt that the permitting process has been abused over the past dozen years. One of my colleagues mentioned that we are not at fault; well I have to plead guilty. When you're around as long as I have; I have utilized the permitting process for a variety of parents and for good reason. Several of them were mentioned tonight. What touched me is the fact that the gentleman that spoke did nothing wrong; wanted to go to the school in his neighborhood and couldn't. He was asked to go somewhere else.

**I'm going to ask my colleagues tonight not to make any bold moves tonight. Not make any amendments to this policy tonight. Let's pass it as it is; we have a second reading and prior to that second reading let's ask the administration for them to take into consideration what the parents have indicated to us; have them spell out disciplinary issues; placement issues; permit issues; let's elaborate more on the policy to see if we can satisfy some of the parents that have made some legitimate comments tonight. That's what I ask of my colleagues.**

**Ms. Iannazzi stated – I would just be cautious about that for two reasons. I think that two separate policies are likely needed instead of one policy. When you're dealing with 504's, IEP's and disciplinary issues, those are legal standards that have an appellant process; they go to RIDE; they go to the United States District Court. That is not a policy in it of itself that should be attached to the permit policy. It's very different standards. I understand the need for a policy for those types of placements; I'm just suggesting that be a separate document and it not be attached to this document because of the different standards and the different appellant process.**

**Mr. Colford stated – With all due respect, Mr. Traficante, I know that Mrs. Culhane is absolutely correct that we can't be accountable for what's gone down the paths but we're here today so it's up to us to do the right thing. I would respectfully say that I think that before we can vote on this tonight, I really need more information. Mrs. Nota, I**

know it's been hard to figure out how many permits at each school; for how many grades, etc., and I think before we can really make a good judgement on this we really need to get these numbers first. It looks like in the first two years, 101 of those permits would be sunsetted which would make a difference right off the bat. If we were to take kids just born today, it would be 12 years.....a discussion ensued. Again, please consider we have to do the right thing for the students. That's what we're here for and you have to take into account each of these individuals. I have kids in the school system; if it were me and right now I was told that after a few years at one school they have to go back to their district school, that's a dramatic change. It has a huge impact on that child's life. We really need to consider that.

Mrs. Nota-Masse stated – What I'm asking is, this process goes to the Assistant Superintendent's office; we had a policy that is older than us and may or may not even be something that we have followed, so "yes" it has evolved into something that isn't very clear to the public; to the administration. What are the terms of children getting permits if as your agent, I would ask that just criteria be outlined so that we have something to tell people. People come in, they write letters; we've gotten letters on the backs of envelopes, etc. I am just asking for some uniformity. We've talked about having an application so that we have all the pertinent information. Often times we are chasing down a lot of information. I will do whatever I am charged with; however, I would ask that the criteria be spelled out so that parents

understand and I understand or whomever sits in this seat in that office on Park Avenue that they have very clear direction. I think that's what has to happen. If parents understand, these are the guidelines for which you can or should apply for a permit and that doesn't mean that all of the reasons aren't valid but at least have that in place so that somebody can go to the website and look at it.

Mrs. Culhane stated – I take issue with some people that keep saying they've been given short notice or they are just finding out. Most people who have a permit wouldn't find out until August. If that's what I'm being told then there lies one of the biggest issues in this process, is that every year parents disregard that note on the bottom that says, "You must reapply every year". Everybody is just presuming that they will get it the next year and there is the problem with the process. No you won't necessarily get it the next year; you could be denied for a variety of reasons and we're trying to right a wrong that's been done. It's unfortunate that it has to start somewhere but to keep hearing people say that they didn't know. You knew the minute that you applied for that permit that there was a chance you would not get that permit. So as unfortunate as this circumstance is, please do not say that you didn't know. You're being told now that the permits are not going to be allowed any more but you could have been denied any way. Whether or not we approve this tonight or not, you can still get your letter in August and be denied a permit, if the process was working the way it was supposed to be.

**Mrs. Ruggieri stated – I was basically going to add on to what Mrs. Culhane said that at the bottom of the letter that you receive from the Assistant Superintendent’s office every year, it says, “You must apply for this permit every year and you may be denied”. It is part of the process and it has been part of the process. This part of the process has gotten dropped but it is the process currently. When we look at all of these things we are looking at what is going on and we did use language from the letter that goes home as part of what we talked about for criteria of children who may be denied and the reasons they may be denied. That’s already out there.**

**Mr. Colford stated – The question should be, in addition to those other questions that really need to be answered is, how many permits have we denied over the last few years? Those numbers should be calculated in as well. That would help understand the situation better.**

**The roll was called:**

**Mr. Colford No Mrs. Culhane Yes**

**Mrs. McFarland No Mr. Gale No**

**Mr. Traficante Yes Mrs. Ruggieri Yes**

**Ms. Iannazzi Yes**

**NO. 13-6-13 - RESOLVED, that at the recommendation of the Superintendent, the amended Wellness Policy, #6164.8, be approved**

**for first reading (see policy attached).**

**A motion was made by Mrs. Culhane on the above resolution, seconded by Mr. Traficante for discussion:**

**Mrs. Culhane: Asked Lynne Conca, Food Service Director and Aaron Lenart, Food Service Manager, the following questions. Thank you all for working so hard on this policy. I know a lot of work was involved. One of the questions I had is what are we doing to look at the Eating Environment portion, page 10 on the policy I have. What exactly is Sodexo doing to look at what's going on at the schools. The complaint from parents from their kids is that they don't have enough time to eat or they get in the line and by the time the last student is in the line and gets his/her food, there is not enough time to eat. How are we looking at that?**

**Mrs. Conca stated – I will say that we implemented our on-line payment system which a lot of parents are taking advantage of; it speeds up the line, which is one of the things they are doing. Mrs. Conca explained this system to the committee. They have been doing this for only the last month and are hoping that once back in school and getting the necessary information, they will have more parents using this system.**

**Mrs. Culhane stated – What are we doing about menu choices and pulling out new ideas at the schools. How is that being done to get input to the students or from the parents throughout the district; or if not, is there something that we can do in concert together to be able**

to work towards that.

Mrs. Conca stated – We've had tastings with new menu items and we're working on researching and developing over the summer. We definitely don't want to have menu fatigue and that's what we are working on over the summer. We have some new programs and we actually have someone working on new menus. Aaron's a legal dietician so that is working in our favor.

Mr. Lenart stated – We've done small surveys; we implemented some new breakfast items and we put out surveys to every child and every teacher to ask the child if they like the food items or not. With feed-back we should have that menu item again if we receive positive feedback. They also started a group that students can attend with meetings at West 3 time per year for feed-back.

Mrs. Conca stated – Our goal for this year is to start up some focus groups in schools that have Breakfast in the Classroom so we should be getting some feed back there.

Mrs. Culhane stated – Another complaint I hear frequently from parents is that there's not enough allergen information either on food packaging that comes pre-packaged or on the school menus. My concern is that if there was a child who had an allergy or was on a medication that maybe some food item was indicated in their diet, how would that parent find that out? One of the things that I often

say to parents is that if there is that kind of emergent issue, unfortunately, maybe it would be best for the child not to partake in the school lunch. I don't want to disenfranchise any child or anything. Maybe at the beginning of the year when that first menu comes out, you could put a little blurb or letter to let parents know that if they have any food safety or concerns that they can always contact the school nurse or Mrs. Conca.

Mr. Lenart stated – There is some information on the elementary menu which is printed and given to every child and is also on line. If there is a specific need then I suggest that parents contact us with the specific information. Mr. Lenart explained the few things that they are doing in this specific case. Also, on the Sodexo website there is a link and you can e-mail questions to me and I will get right back to you. We've also looked at all of our menu items for this year specifically for the new guidelines; improved on labeling and things like that. We try to use local products, etc.

Mrs. Culhane stated – About this recess issue, one of my concerns coming from my own children in school is that there are some teachers who (I use this language; I know it's strong but it's true) abuse the recess policy. I don't know if maybe they don't have enough in their tool kit for diversion; I don't know if that's the only thing for some children that reach them. I'm just wondering if there is something that we can do as a district to be tracking this and to maybe offer some solutions to teachers of things that they could use

otherwise. There's a lot of truth to studies out there. Kids need that time and even some children it's the only thing they can think of. I'm not speaking of a child that can be a danger at recess. I'm concerned about this being an issue.

Dr. Lundsten stated – That was a topic that I wanted to address also since it was mentioned on the floor that there was 10 minutes in the policy for recess; if you look at page 16 you'll see that it has been changed to 15 minutes which is the policy that we have been following for many years. Mrs. Arena is absolutely correct as is Mrs. Culhane about the research based on why recess is important. There are plenty of studies; even one done locally that suggests that if you have recess immediately preceding a math test, students will do better. With that being said, I strongly feel that the statement that's in the Recess Policy that teachers and other school and community personnel should refrain from withholding the opportunity for physical activities as punishment is strong enough. I think we need to trust our teachers' judgement. I think that if you want to add a phrase for some way to track that, I would agree with that but I do think that teachers have to have that in their tool kit to help them. I also think we have principals that can help monitor that situation.

Mr. Gale stated – This is actually my only concern in this policy otherwise I think it's an excellent policy. I'm going to vote in favor of the policy tonight because I am in favor of so much of the policy. I do have some concerns about the recess issue.

**Mrs. Ruggieri stated – The recess part of this policy is actually new as far as this amended policy goes. We have a lot of new items with a lot of new requirements. In the past we did not have anything that dealt with this issue. We felt that if we addressed it in a way that let people know that we certainly don't want this to be the first thing that our staff is using as a discipline tool and that it is still available to them should they need it. That's where some people were misconstruing the language. The language isn't in there so that right now we're telling people it's ok. The language is in there because it was never in any policy at all. We knew that it needs to be looked at. This is part of how we're looking at it. It's in a policy so now the administration has something to fall back on to say, "This is an issue and here's how we want to handle it".**

**Mr. Gale stated – I just wanted to say that I actually spoke with the elementary principals in my ward today and they talked to me about using recess as discipline and they encourage it to be the last thing.**

**Mr. Traficante stated – We have very professional people in charge of our children called teachers. We are not required for an amendment to this policy. We could have the Superintendent send out a directive to all the faculty members saying to be cautious about disciplining children and taking away their recess and to use it as a last resort. That's all it would take; we don't have to amend it. It can be addressed directly from the Superintendent or the Assistant**

**Superintendent.**

**Ms. Iannazzi stated – I would like to take one moment to thank Janice and Lynn who attended numerous meetings at RIDE to bring us this completed policy; so thank you.**

**Mrs. Culhane stated – I agree with Mr. Traficante. I don't know that there needs to be an amendment and if our Superintendent says that the language is strong enough, then I agree with that. I think that our teachers are fine professionals and I don't want my words to be misconstrued in any way. I'm not questioning when it's done and necessary but "yes" I think we should talk to the Superintendent about just reminding the teachers and give them any help that they may need and maybe formulating any new ways and keeping in check the recess policy.**

**There being no further discussion on the Wellness Policy, the vote was taken:**

**Mr. Traficante Yes Mrs. Culhane Yes**

**Mr. Gale Yes Mrs. McFarland Yes**

**Mr. Colford Yes Mrs. Ruggieri Yes**

**Ms. Iannazzi Yes**

## **BUSINESS**

**NO. 13-6-14 – RESOLVED, that the 2013-2014 Operating Budget, as adopted by the School Committee, be revised.**

**A motion was made by Mr. Traficante, seconded by Mrs. Ruggieri on the above resolution #13-6-14, for discussion:**

**Mr. Traficante amended the budget by: In order to reconcile our budget I would like to introduce a motion tonight; one dealing with State Aid, the second dealing with the revenue side of our budget and the third dealing with the expenditure side of our budget with the bottom line, after the three motions, accepted by the School Committee. We will then have a structurally balanced budget for the next school year.**

**Mr. Traficante stated – Therefore my first motion is to increase the State Aid by \$111,195.00 for a revised State and City Revenue of \$137,585,629.00. Ms. Iannazzi added – That is to coincide with the budget passed by the City. The motion was seconded by Mrs. Ruggieri. There being no discussion, the roll was called:**

**Mr. Colford Yes Mrs. Culhane Yes**

**Mrs. McFarland Yes Mrs. Ruggieri Yes**

**Mr. Gale Yes Mr. Traficante Yes**

**Ms. Iannazzi Yes**

**Mr. Traficante stated – I move to decrease the City appropriation by \$1,200,494.00 for a revised budget of \$91,382,652.00. This motion was seconded by Mrs. McFarland. There being no discussion, the roll was taken:**

**Mr. Gale Yes Mr. Traficante Yes**

**Mrs. Culhane Yes Mrs. McFarland Yes**

**Mr. Colford Yes Mrs. Ruggieri Yes**

**Ms. Iannazzi Yes**

**Mr. Traficante stated – On the expenditure side of the budget, I'd like to move to reduce the expenditure side by \$1,089,299.00 for a revised balance of \$137,585,629.00 consisting of the following:**

**Reduction of the Sewer Tax User Fee by \$122,010.00**

**Charter School Tuitions reduced by \$206,130.00**

**Health Care reduced by \$585,399.00**

**Dental Care reduced by \$49,790.00**

**Special Education Tuition Contingency a plus of \$156,464.00**

**Special Education Tuition Placements reduction of \$236,434.00**

**Salary Adjustments by \$46,000.00**

**The motion was seconded by Mrs. Ruggieri. There being no discussion, the roll was called:**

**Mr. Gale Yes Mr. Colford Yes**

**Mr. Traficante Yes Mrs. McFarland Yes**

**Mrs. Culhane Yes Mrs. Ruggieri Yes**

**Ms. Iannazzi Yes**

**Ms. Iannazzi asked if there was any discussion and/or additional amendments.**

**Mr. Traficante stated – I just wanted to indicate that we now have a structurally balanced budget. This was confirmed by Mr. Balducci.**

**There being no additional comments or amendments, the roll was called on the Resolution:**

**Mr. Traficante Yes Mr. Colford Yes**

**Mrs. Ruggieri Yes Mrs. Culhane Yes**

**Mrs. McFarland Yes Mr. Gale Yes**

**Ms. Ianazzi Yes**

## **TABLED RESOLUTION**

**NO. 13-4-27 – RESOLVED, that at the recommendation of the Superintendent, the Adoption of the Rhode Island Basic Education Program (Policy #4116) be approved for first reading (see policy attached).**

## **Public Hearing on Non-Agenda Items**

**Mr. Wall**

**Tonight I would like to talk about Elementary School Honor Rolls and I'm really here on behalf of myself and my wife. We had some trouble instituting some type of policy at our own school at Woodridge having our student recognized in some way at the elementary school level. As a community we're seeking to improve education in our City; one strategy that might be useful to produce that desired effect**

would be positive reinforcement. I feel that we must; if we're going to establish a culture of excellence we must nurture and recognize academic excellence in our younger students. I believe that an elementary school honor roll would help that. Examples already exist; just the School Committee recognizes the students for excellence in the arts, sports and academia. On the high school and middle school we recognize our students for doing well in their course work. Just this afternoon I was at a reception for my daughter who is in elementary school, and they were recognizing 3rd, 4th, 5th and 6th graders who received scores of distinction on the NECAP. I just don't see why it's such a problem but we've met with some resistance. That's why I believe this should come from a district-wide perspective. I understand already several schools, including Orchard Farms, have honor rolls and I believe they publish theirs in the Cranston Herald. I believe this would be an excellent vehicle not only to recognize our students but also to motivate the other students to increase their academic efforts. I know there's some people out there who would say that the elementary grades are a little early to start that competitiveness but already our students are faced with mandates from RIDE; they're already sorted; they're ranked and rated by the scores. I think today's students rightfully or wrongfully live in a world of competition and accountability. I believe we can make something positive out of it. Encourage our students positively with the hopes that we can turn our younger students and our future citizens into lifelong learners. Thank you.

**Mrs. McFarland stated – I have a question for us as a board. Is it a requirement of the Administration to ask for individual schools to conduct these or is this taking place at the individual school at their decision at the discretion of the principal.**

**Ms. Iannazzi stated – We can't answer the question because it's not advertised but what we can do is either have Dr. Lundsten send us a memo or put it on a future work session.**

**Pete Kelleher, 83 Freedom Drive**

**I only need two seconds; I don't know if it is considered an Agenda item or not an agenda item but inadvertently earlier Item 13-6-08, you hired the boys' Lacrosse Coach as the boys' Soccer Coach. I have texted him and he said, "Thank you and is he getting extra pay". I didn't know if that was something that had to be resolved and re-voted on.**

**Mr. Votto – Explained the resolution to Mr. Kelleher at this time. It was not incorrect. One is East and one is West.**

**Pam Schiff, 68 Moran Street**

**This is kind of a repeat of a letter to the editor that I wrote to the Cranston Herald thanking Cranston District for 13 wonderful years that my son had between Dutemple, Park View and Cranston East. He's made unbelievable friends and memories. The diversity jewel that is the East side of the City is something that you can't buy.**

**When he looks at the kids he goes to school with he doesn't see color or race; they're his friends; they're his classmates and I just wanted to say that this might be my last meeting. I don't know but for those of you who were there on Saturday; my son was on the stage and to have that experience as a parent is something everybody should be able to have. I didn't cry then but I'm going to cry now. I just wanted to let everybody know that Cranston is a wonderful, wonderful place to educate your child and I know we don't always agree, which is a good thing because this is America; you don't have to. But to know that my child came out of this district happy and educated and with friends and is going to his first choice for college; you can't beat that. I just, in Hebrew, thank you very, very much.**

**Ms. Iannazzi – I will attest to the fact that Janice and Jeannine both cried at graduation.**

**Announcement of Future Meetings - June 24, and June 27, 2013**

**Adjournment**

**A motion to adjourn was made by Mr. Gale, seconded by Mrs. Ruggieri. All were in favor. The meeting adjourned at 9:30 p.m.**

**Respectfully submitted,**

**Paula B.M. McFarland**  
**School Committee Clerk**

**POLICY #5117**

**Effective July 1, 2013 DRAFT**

**General Policy Statement**

Over the past several years, requests for permits have grown exponentially. This trend is especially prevalent at elementary schools. In past years, the Cranston School Department issued yearly permits to students so they may attend a school other than their home school. This practice started as an exception based on courtesy and has grown exponentially over the years.

During the 2012-2013 school year, 432 children were "on permit" to a school other than their home school. This has led to over 150 students being clustered or refused admission to their rightful school, away from their home schools.

The Cranston School Committee has studied population trends and building trends in preparation for All Day Kindergarten. Due to 600 children not being placed in their "home schools," we cannot obtain

**an accurate population trends to determine space concerns at each building in each classroom.**

**In order to continue studying the availability of empty classrooms for the implementation of All Day Kindergarten, the School Committee must suspend permits at the elementary level only.**

### **Permit Criteria**

**Permits for a child to attend school outside of their home school will be granted only under the following conditions:**

**1-The student is interested in programming not offered in their home school (i.e. JROTC)**

**2- There are documented legal reasons why a child must attend a school outside of their home district; (i.e. restraining orders or custody agreements)**

**3- The student's sibling attends a school outside of his/her home school in the district for special service placements (i.e. ELL or special education)**

**4- For the 2013-2014 school year, 5th and 6th graders may be granted a permit to finish school in their permitted school provided they do not have poor attendance, excessive tardiness, disciplinary problems, or for any other reason that may affect the educational**

**process.**

**5- For the 2014-2015 school year, 6th graders may be granted a permit to finish school in their permitted school provided they do not have poor attendance, excessive tardiness, disciplinary problems, or for any other reason that may affect the educational process.**

**6164.8**

## **Wellness Policy**

### **I. Policy Intent/Rationale**

**Cranston Public Schools promotes healthy schools by supporting wellness, good nutrition, regular physical activity, health education and awareness as part of the learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.**

- The School District will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.**
- All students in grades Pre-K through 12 will have opportunities,**

**support and encouragement to be physically active on a regular basis.**

- Foods and beverages sold or served at school will meet and/or exceed the nutrition recommendations of the U.S. Dietary Guidelines for Americans, as well as the USDA and RINR regulations.**
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of every student; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.**
- To the maximum extent practicable, all schools in our district will participate in the available Federal Schools Meal Programs (including the School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program and Child and Adult Food Program.**
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs; and with related community services.**

**Cranston Public Schools will use the Center for Disease Control and Prevention's Coordinated School Health approach to comprehensive school wellness. The Coordinated School Health model includes 8 areas of school health: (1) safe environment; (2) physical education; (3) health education; (4) staff wellness; (5) health services; (6) mental and social health; (7) nutrition services; and (8) family involvement.**

**This policy will provide Cranston Public Schools with guidelines, goals and information that will help the district maintain Federal, State and district regulations.**

## **II. School Wellness Committee:**

**RI General Law (16-21-28) requires the establishment of a district wide coordinated school health and wellness subcommittee chaired by a full member of the School Committee.**

**The School Committee shall establish a Wellness Committee that will be composed of, at a minimum, a School Committee member, a School Administrator, a School Food Authority representative, a parent or guardian, a representative of SEAC (Special Education Advisory Committee), a member of CEAB (Cranston Educational Advisory Board), a school nurse, and a member of the physical education department. Members of the public, students and community organizations are encouraged to attend these public meetings.**

**This committee shall meet no less than four times during the school year.**

**The members of the committee shall:**

- collaborate and coordinate resources to drive school health objectives
- communicate with the public regarding issues of health and wellness
- make recommendations to the Superintendent regarding issues of health and wellness
- review and update Wellness policies
- ensure that all policies are being followed
- ensure that all areas of health and wellness standards are current
- report yearly to the School Committee regarding nutrition, physical education, physical activity and the health and well-being of the school community.

See:

<http://webserver.rilin.state.ri.us/statutes/title16/16-21/16-21-28.htm>

### **III. Nutrition Guidelines for all foods on school campus**

The integrity of the school nutrition environment depends on the quality of all foods and beverages served and sold at school. Foods that provide little nutritional value compete with healthy school meals, send mixed messages to students, undermine nutrition education efforts and discourage healthy eating. School nutrition guidelines shall address all food and beverages sold or served to students from reimbursable meals, vending machines, in school stores, fundraisers, school celebrations, as well as a la carte items sold during school meals. All food sales shall comply with the applicable federal, state and district regulations. Each school will be

**responsible for ensuring that all policy guidelines are followed.**

#### **IV. School Meals :**

**R.I. General Law (16-21-7) At a minimum, reimbursable meals served through the National School Lunch and Breakfast programs must meet USDA nutrition requirements and Rhode Island Nutrition Requirements**

**The full meal school breakfast and lunch programs must comply with the USDA and RINR Requirements for Federal School Meals Programs and follow the current Dietary Guidelines for Americans..**

**See:**

**<http://www.fns.usda.gov/cnd/governance/legislation/nutritionstandards.htm>**

**<http://www.thriveri.org/documents/RINR2009>**

**<http://www.health.gov/dietaryguidelines/>**

## **A. Breakfast**

**To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:**

- Schools will operate the School Breakfast Program**
- Schools will utilize methods to serve breakfasts that encourage participation, including serving breakfast in the classroom,” grab-and- go” breakfast or breakfast prior to the start of school.**
- Schools that serve breakfast to students will notify parents/guardians and students of the availability of the School Breakfast Program.**
- Schools that serve breakfast will provide menus as well as any available nutritional information. This can be done with menus, posts on websites, menu boards, in school offices.**

## **B. Free and Reduced-priced Meals**

**Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.**

**Toward this end schools may:**

- utilize electronic identification and payment systems;**
- provide meals at no charge to all children, regardless of income,**
- Promote the availability of school meals to all students;**

- Use nontraditional methods for serving school meals ( “grab-and-go” or classroom breakfast)
- V. Summer Food Service Program

Schools may provide a food service program for those students attending an extended school year program or attending a school-sponsored enrichment program. These costs will be determined by the food service provider and agreed upon by the district and School Committee vote.

## **VI. Eating Environment**

A well designed and pleasant eating environment is important to the promotion of students’ healthy eating habits. Schools need to assess traffic flows, time allotted for school meals and cafeteria layout to ensure that students are actually encouraged to eat.

All schools will strive towards providing:

- Adequate space to eat in clean, pleasant surroundings
- Adequate time to eat meals
- Convenient access to hand washing or hand sanitizing facilities before meals
- Scheduled lunch periods at appropriate times
- Water will be made available to student in the cafeteria

Additionally; schools will adhere to the following rules:

- There should not be scheduled tutoring, club or organizational meetings during mealtimes, unless students are allowed to eat during such activities
- School personnel should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs. (A note must be provided to the School Nurse)
- School District will work with school food providers to explore and implement ways to minimize the time students spend waiting in line

## **VII. Food Safety and Security**

The food offered to students in the schools must not only be nutritious, but must also comply with state and local safety and sanitation regulations. The quality of the food is determined both by the nutrient value and by the standards by which it was prepared.

- All foods made available to students will comply with the State and local food safety and sanitation regulations.
- Sharing of food by students is not encouraged
- Guidelines shall be implemented by the Food Service Provider in order to avoid food illness in schools.
- Access to food service operations is limited to Food Service staff and personnel authorized by the Superintendent or designee.

## **VIII. Food Marketing in Schools**

- School based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the

**nutritional standards for meals or for foods and beverages sold individually.**

- School-based marketing or promoting of predominantly low-nutrition foods and beverages is prohibited.**
- The promotion of healthy foods; including fruits, vegetables, whole grains and low-fat dairy products is encouraged.**
- The promotion of healthy activity and behaviors is encouraged**

## **IX. School Food Service Provider Operations**

**The purpose of the National Breakfast Program and National School Lunch Program, operated by either the district or a contracted service provider, is to safeguard the health of our children. In order to achieve this purpose the Food Service Provider must provide students with adequate and high quality nutrition during the school day. Menus will comply with all federal, state, and local regulations. Food Service providers will work within the community to provide information, to provide locally grown foods in a cooperative effort with area farms, and to work with the Wellness Committee to maintain standards and provide updates as to regulation changes.**

**School meals served through the National School Lunch and Breakfast Programs will:**

- Be appealing and attractive to students,**
- Be served in clean and pleasant settings,**
- Meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations,**

- Offer a variety of fruits and vegetables,
- Serve only low-fat (1%) and fat free milk and nutritionally-equivalent non-dairy alternatives( to be defined by the USDA); and
- Ensure that half of the served grains are whole grain

Schools/Food Service Providers should engage students and parents, through taste-tests of new entrees and surveys in order to identify new, healthful and appealing food choices and to identify issues within the program.

Schools/Food Service Providers should share information about the nutritional content of meals with parents and students. Such information should be made available on menus, a website, on cafeteria menu boards, in school offices or other point of purchase materials.

#### **X. Peanut and Tree Nut Allergy – R.I. General Law 16-21-31 & 16-21-32**

Depending on the nature and extent of the student's allergy, the measures listed in the IHCP may include, but are not limited to:

- Posting additional signs (e.g., in classroom entryways);
- Prohibiting the sale of particular food items in the school;
- Designating special tables in the cafeteria;

- **Prohibiting particular food items from certain classrooms and/or the cafeteria;**
- **Completely prohibiting particular food items from the school or school grounds;**
- **Educating school personnel, students, and families about food allergies; and/or**
- **Implementing particular protocols around cleaning surfaces touched by food products, washing of hands after eating, etc.**
- **The measures shall be taken in conjunction with the Cranston Public Schools' health and wellness policy and food safety policy.**
- **A plan may also be developed for each staff member with a serious food allergy.**

**The above policy is set forth in Policy #5141.5 under Students.**

## **XI. District Protocol**

**The Superintendent of Schools shall forthwith establish a District wide protocol facilitating the terms of this policy consistent with applicable state law, rule, regulation and to the extent appropriate with guidance from the Rhode Island Department of Education including, but not limited to providing for appropriate posting of**

**signs, staff training, communication to the District Community of the policy, provision for student and staff self-management of his/her condition where and when appropriate, and issuance of emergency protocols and standing orders. (This protocol shall provide for reasonable accommodations for non-allergic students to consume peanut/tree-nut based food Products)**

## **XII. Competitive Food**

**Student Nutrition: R.I. General Law (16-21-7) requires that elementary, middle, junior, and senior high schools sell only healthier beverages and healthier snacks, except when items are sold by pupils away from the premises of school; by pupils one hour or more after the end of the school day; or during a school sponsored activity pupil activity after the end of the school day.**

### **A. A la Carte and Vending Machine Sales**

- All snacks served through the Food Service Program including any vending machine items made available to students during meal times shall meet all state and federal laws and regulations.**
- Portion sizes will be age appropriate and specified by cafeteria guidelines by level**
- A la Carte items shall contain no more than 35% of calories from total fat and no more than 10% of calories from saturated fat, no more**

than 35% percent of calories from sugar by weight and no added trans fats. Individual portions shall contain no more than 200 calories.

- Vending machines will not be accessible to students at any elementary school. Elementary schools will not have stores that sell food to students.
- Vending machines in middle and high schools may only sell low-fat or non-fat milk (flavored or unflavored), water, 100% juice with no added sweeteners ( 12oz maximum serving size)

#### **B. School or District Fundraising**

- Food may not be sold or distributed during school hours.
- Food sold from fundraisers must be picked up before or after school hours.
- Schools are encouraged to consider non-food items or activities for fundraisers.
- A list of healthy school fundraiser ideas can be found at [www.actionforhealthykids.org](http://www.actionforhealthykids.org).
- All food sold before, during and one hour after school must comply with State Law (RIPL 06-231/06-234) as well as USDA, RINR and District Nutritional Standards.
- Any group, organization or individual that wishes to sell food for profit before, during or up to one hour after school may purchase their items through the school Food Services Provider. The Food Services Provider will provide a price for any item on the approved lists. The organization or individual may purchase their own items as

**long as they meet the standards.**

- Culinary programs at the Cranston Area Career and Technical Center or any Life Skills programs are exempt from these criteria after school hours due to the curricular nature of their food sales.**
- Community and Parent organizations using CPS facilities or sponsoring school events outside of school hours shall be notified of the wellness policy and encouraged to comply with the standards, but will not be mandated to follow policy.**

### **XIII. STUDENT BIRTHDAY CELEBRATION**

**Cranston Public Schools recognizes that birthdays are a special day for our students. Cranston Public Schools must ensure that these types of celebrations do not disrupt the learning process or do not go against current Wellness policies. Cranston Public Schools adheres to a Wellness Policy that recognizes the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. Cranston Public Schools and our staff are responsible for positively influencing student beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes, and other sweets are not in alignment with these learning goals. In addition; a growing number of students throughout our district have health concerns related to food, including allergies, diabetes, and other**

**diseases causing this to become a safety issue as well.**

**Therefore, birthday parties in which treats and/or snacks are brought to school will not be permitted. If parents would like to recognize their child on their special day, there are a number of non-food options available, such as: sending in pencils, erasers, and/or stickers for every child. Other suggestions include, the child donating a book to his/her class library or an educational game to his/her classroom. Building principals may decide what non-food related form of recognition is appropriate for their school.**

#### **XIV. Nutrition Education**

**Cranston Public Schools aims to teach, encourage and support healthy eating. Schools should provide nutrition education and engage in nutrition promotion that:**

- 1. Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;**
- 2. Is part of not only health education classes, but is also incorporated into regular classroom instruction and cafeteria when appropriate and feasible;**
- 3. Includes enjoyable, developmentally appropriate, culturally relevant , participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;**
- 4. Promotes fruits, vegetables, whole grain products, low-fat and fat free dairy products, healthy food preparation methods, and**

**health-enhancing nutrition practices;**

**5. Emphasizes caloric balance between food intake and energy expenditure ( physical activity/exercise);**

**6. Teaches media literacy with an emphasis on food marketing; and**

**7. Includes training for teachers and other staff.**

## **XV. Physical Activity Opportunities and Physical Education**

**Physical Education is required for all students in grades 1-12 according to RI General Law ( 16-22-4) and Sec. 3.5 of the Rules and Regulations for School Health Programs. Students should receive an average of 100 minutes per week of health/physical education. Recess, free play, and after-school activities are not counted as physical education. School PE curricula must be aligned with the standards and performance indicators in The Rhode Island Physical Education Framework.**

**See: <http://webserver.rilin.state.ri.us/Statutes/title16/16-22/16-22-4.htm>**

- Physical education classes and physical activity opportunities will be available for all students.**

- Physical activity opportunities shall be offered as when possible before, during (recess) and after school.**

- As recommended by the National Association of Sport and Physical Education ( NASPE), school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness by:**

- 1. Exposing them to a wide variety of physical activities**

**2. Teaching physical skills to help maintain a lifetime of health and fitness.**

**3. Encouraging self-monitoring so students can see how active they are and set their own goals**

**4. Individualizing the intensity of activities.**

**5. Focusing on feedback on process of doing your best rather than on product.**

**6. Being active role models**

- **Introduce developmentally appropriate components of health-related fitness assessment, (e.g. Fitness Gram, President's Council) to the students at an early age to prepare them for future assessments**

- **The physical education program shall be provided adequate space and equipment and conform to all applicable safety standards**

- **Schools may choose to offer intramural sports or activities after school. These offerings may require a fee for students to participate**

- **Waivers for physical education are discouraged**

- **Physical education will be taught by a licensed instructor**

- **The district will ensure that PE staff will receive professional development on a yearly basis**

## **A. Recess**

**All elementary school students will have at least 15 minutes a day of supervised recess, preferably outdoors( weather permitting) during which schools should encourage moderate physical activity as long as there is appropriate space and equipment.**

- **Schools should discourage extended periods (i.e. two or more hours) of inactivity.**
- **When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active. (The district will provide instruction to staff members on how to model these breaks).**
- **Teachers and other school and community personnel should refrain from withholding opportunities for physical activities (i.e. recess, physical education) as punishment.**

#### **XVI. Safe Routes to School**

**As part of the Safe Routes to School Federal Grant Program the school district will assess and, if necessary and to the extent possible, and if grant funds are made available, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate the district will work together with local public works, public safety, and/or police departments in these efforts.**

#### **XVII. Use of School Facilities Outside of School Hours**

**School spaces and facilities should be available to students, staff and community organizations before and after the school day, on weekends, and during school vacations. School policies concerning safety will apply at all times.**

**The district is encouraged to promote the use of school facilities**

outside of school hours for physical activity programs offered by community-based organizations. Certain fees may be applied.

#### **XVIII. Staff Wellness**

Cranston Public Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts made by staff to maintain a healthy lifestyle. Staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life

The school department will strive to provide nutrition and physical education activity education opportunities to all school staff at the elementary, middle and high school levels. These educational opportunities may include the distribution of materials, arrangements of presentations or workshops that focus on nutritional value and healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical-activity related topics.

#### **XIX. Community Involvement**

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district will:

- inform parents and community groups of the Wellness policies,
- post menus and nutritional information regarding school food programs;
- Provide information regarding physical activity opportunities for students before, during and after the school day;

- Provide information via a website, newsletter or other form of communication to notify parents of opportunities for nutrition information, healthy eating, school menus, opportunities for physical activities for children outside of the school day and any other Wellness related information;
- Support approved community organizations in providing information to students about opportunities for physical activities;
- Send home yearly surveys to get feedback on nutrition and physical education throughout the district;
- Continue to provide opportunities for our students to be exposed to healthy foods using the Farm-To-School program as well as the Local Produce Day and Cooking contests sponsored by the food service provider.

## **XX. Implementation, Monitoring and Reporting**

**This policy and any proposed updates will be posted and accessible on the school district website.**

- In an effort to ensure compliance with established district-wide wellness policies updated policy information will be provided to each principal so that they may distribute the necessary information to staff and parents/guardians.
- Policy information may be posted at each school at the principals' request.
- School food service staff will ensure compliance of nutrition policies within the school food service areas and will report on this matter to

**the School Committee. These reports will include any issues, concerns and reviews of USDA School Meals Initiatives.**

- The Superintendent and his/her designee will ensure compliance of these policies within the district and will report on the school's compliance to the School Committee.**

## **XXI. Policy Review**

**An assessment of the district to determine policy compliance will be done every two years. This review will be done via survey at the school level and possible surveying of parents, staff, students and food service providers.**

**Review and reporting of these surveys will be submitted by the Wellness Committee to the School Committee and will be made public on the district website.**

**The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.**

**See : School Health Index from the Centers for Disease Control and Prevention ( CDC), Changing the Scene from the Team Nutrition Program of the USDA, and Opportunity to Learn Standards for Elementary, Middle and High School Physical Education from NASPE.**

**Resources for Local School Wellness Policies on Nutrition and Physical Activity**

## **Crosscutting:**

- **School Health Index, Centers for Disease Control and Prevention,**
- **Local Wellness Policy website, U.S. Department of Agriculture,**
- **Fit, Healthy, and Ready to Learn: a School Health Policy Guide, National Association of State Boards of Education,**
- **Preventing Childhood Obesity: Health in the Balance, the Institute of Medicine of the National Academies,**
- **The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools, Action for Healthy Kids,**
- **Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs, Centers for Disease Control and Prevention,**
- **Health, Mental Health, and Safety Guidelines for Schools, American Academy of Pediatrics and National Association of School Nurses,**
- **Cardiovascular Health Promotion in Schools, American Heart Association [link to pdf]**

## **School Health Councils:**

- **Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils, American Cancer Society [link to PDF]**

- **Effective School Health Advisory Councils: Moving from Policy to Action, Public Schools of North Carolina,**

#### **Nutrition: General Resources on Nutrition**

- **Making it Happen: School Nutrition Success Stories, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and**
- **U.S. Department of Education,**
- **Changing the Scene: Improving the School Nutrition Environment Toolkit,**
- **U.S. Department of Agriculture,**

**Dietary Guidelines for Americans 2005, U.S. Department of Health and Human Services and U.S. Department of Agriculture,**

- **Guidelines for School Health Programs to Promote Lifelong Healthy Eating,**
- **Centers for Disease Control and Prevention,**

**Healthy Food Policy Resource Guide, California School Boards Association and California Project LEAN,**

- **Diet and Oral Health, American Dental Association,**

#### **School Meals**

- **Healthy School Meals Resource System, U.S. Department of Agriculture,**
- **School Nutrition Dietary Assessment Study–II, a U.S. Department of**

**Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program,**

- **Local Support for Nutrition Integrity in Schools, American Dietetic Association,**
- **Nutrition Services: an Essential Component of Comprehensive Health Programs, American Dietetic Association,**
- **HealthierUS School Challenge, U.S. Department of Agriculture,**
- **Breakfast for Learning, Food Research and Action Center,**
- School Breakfast Scorecard, Food Research and Action Center,**
- Arkansas Child Health Advisory Committee Recommendations** [includes recommendation for professional development for child nutrition professionals in schools],

### **Meal Times and Scheduling**

- **Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch, National Food Service Management Institute (NFSMI) [Attach PDF file]**
- **Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, National Food Service Management Institute,**

### **Nutrition Standards for Foods and Beverages Sold Individually**

- **Recommendations for Competitive Foods Standards (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy,**
- **State policies for competitive foods in schools, U.S. Department of Agriculture,**

- **Nutrition Integrity in Schools, (forthcoming), National Alliance for Nutrition and Activity**
- **School Foods Tool Kit, Center for Science in the Public Interest, Foods Sold in Competition with USDA School Meal Programs (a report to Congress), U.S. Department of Agriculture,**
- **FAQ on School Pouring Rights Contracts, American Dental Association,**

### **Fruit and Vegetable Promotion in Schools**

- **Fruits and Vegetables Galore: Helping Kids Eat More, U.S. Department of Agriculture,**
- **School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation. Order on-line for \$29.95 at .**
- **School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption, Produce for Better Health Foundation. Order on-line for \$9.95 at**  
**National Farm-to-School Program website, hosted by the Center for Food and Justice,**
- **Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association,**
- **Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at**

### **Fundraising Activities**

- **Creative Financing and Fun Fundraising, Shasta County Public**

## **Health,**

- **Guide to Healthy School Fundraising, Action for Healthy Kids of Alabama,**

## **Snacks**

- **Healthy School Snacks, (forthcoming), Center for Science in the Public Interest**
- **Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center,**

## **Rewards**

- **Constructive Classroom Rewards, Center for Science in the Public Interest,**
- **Alternatives to Using Food as a Reward, Michigan State University Extension,**
- **Prohibition against Denying Meals and Milk to Children as a Disciplinary Action, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]**

## **Celebrations**

- **Guide to Healthy School Parties, Action for Healthy Kids of Alabama,**
- **Classroom Party Ideas, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign,**

## **Nutrition and Physical Activity Promotion and Food Marketing: Health Education**

- **National Health Education Standards, American Association for Health Education,**

### **Nutrition Education and Promotion**

- **U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them),**
- **The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service,**
- **Nutrition Education Resources and Programs Designed for Adolescents, compiled by the American Dietetic Association,**

## **Integrating Physical Activity into the Classroom Setting**

- **Brain Breaks, Michigan Department of Education,**
- Energizers, East Carolina University,**

## **Food Marketing to Children**

- **Pestering Parents: How Food Companies Market Obesity to Children, Center for Science in the Public Interest,**
- **Review of Research on the Effects of Food Promotion to Children, United Kingdom Food Standards Agency,**

- **Marketing Food to Children (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO),**
- **Guidelines for Responsible Food Marketing to Children, Center for Science in the Public Interest,**
- **Commercial Activities in Schools, U.S. General Accounting Office,**

## **Eating Disorders**

- **Academy for Eating Disorders,**
- **National Eating Disorders Association,**
- **Eating Disorders Coalition,**

## **Staff Wellness**

- **School Staff Wellness, National Association of State Boards of Education [link to pdf]**
- **Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small, Partnership for Prevention,**
- **Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program, Wellness Councils of America,**
- **Protecting Our Assets: Promoting and Preserving School Employee Wellness, (forthcoming), Directors of Health Promotion and Education (DHPE)**

## **Physical Activity Opportunities and Physical Education:**

### **General Resources on Physical Activity**

- **Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People, Centers for Disease Control and Prevention,**
- **Healthy People 2010: Physical Activity and Fitness, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports,**
- **Physical Fitness and Activity in Schools, American Academy of Pediatrics,**

### **Physical Education**

- **Opportunity to Learn: Standards for Elementary Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for Middle School Physical Education. National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for High School Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Substitution for Instructional Physical Education Programs, National Association for Sport and Physical Education,**
- **Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together, PE4life,**

## **Recess**

- **Recess in Elementary Schools, National Association for Sport and Physical Education,**
- **Recess Before Lunch Policy: Kids Play and then Eat, Montana TeamNutrition,**
- Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, National Food Service Management Institute,**
- **The American Association for the Child's Right to Play,**

## **Physical Activity Opportunities Before and After School**

- **Guidelines for After School Physical Activity and Intramural Sport Programs,**
- **National Association for Sport and Physical Education,**
- **The Case for High School Activities, National Federation of State High School Associations,**
- **Rights and Responsibilities of Interscholastic Athletes, National Association for Sport and Physical Education,**

## **Safe Routes to School**

- **Safe Routes to Schools Tool Kit, National Highway Traffic SafetyAdministration,**
- **KidsWalk to School Program, Centers for Disease Control and Prevention,**

- **Walkability Check List, Pedestrian and Bicycle Information Center, Partnership for a Walkable America, U.S. Department of Transportation, and U.S. Environmental Protection Agency, <http://www.walkinginfo.org/walkingchecklist.htm>**

#### **Monitoring and Policy Review:**

- **School Health Index, Centers for Disease Control and Prevention (CDC),**
- **Changing the Scene: Improving the School Nutrition Environment Toolkit, U.S. Department of Agriculture,**
- **Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity, Action for Healthy Kids,**
- **Opportunity to Learn: Standards for Elementary Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for Middle School Physical Education. National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for High School Physical Education. National Association for Sport and Physical Education. Order on-line for \$7.00 at**

## **TABLED RESOLUTION NO. 13-4-27**

### **Adoption of the Rhode Island Basic Education Program (Policy #4116)**

**Purpose** The purpose of this policy is to ensure that the Cranston Public Schools are in full compliance with the Rhode Island Department of Education (RIDE) Basic Education Program (BEP).

**Position** The BEP establishes standards deemed essential by the Board of Regents to assure the provision of a guaranteed and viable education for all public school students and ensure the implementation of the Rhode Island Comprehensive Education Strategy. The Cranston Public Schools are committed to fully implementing all aspects of the BEP.

The administration is hereby directed to establish a procedure for the hiring, assignment, transfer, layoff or recall of staff that complies with the BEP and law.

## **Legal Reference**

**R.I.G.L. - 16-2-9 - General Powers and Duties of School Committees**

**R.I.G.L. - 16-2-18 - Selection of Teachers and the General Control of Schools**

**R.I.G.L. - 16-7.1-2 - Accountability for Student Performance**

**RIDE Basic Education Program Regulations; Title G, Ch 12-15, including 15-2.2**

**See also: Commissioner of Education Letter to Superintendents dated October 20, 2009 re: Basic Education Program Regulations and Seniority Based Teacher Assignments; Advisory Letter from the Commissioner of Education regarding formal legal advisory opinion request of the Lincoln School Committee dated November 7, 2011; Commissioner of Education Letter to Superintendents dated January 31, 2013.**

**Policy Adopted: CRANSTON PUBLIC SCHOOLS**

**RESOLUTION NO.: CRANSTON, RHODE ISLAND**

**Administrator's Compensation Schedule**

## **Administrator's Compensation Schedule**

**Fiscal Year 2013-2014**

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>ANN</b>	<b>SALARY</b>
<b>HEALTH DENTAL LIFE PENSION SURV</b>				
<b>BEN OASDI MEDICARE TOTAL Fringe Sal &amp; Fringe</b>				

<b>Napolitano, Tonianne</b>	<b>Principal</b>	<b>G. City</b>	<b>90,000.00</b>	<b>13893 1005 33</b>
<b>13,374</b>	<b>96 0 1305</b>	<b>29,706</b>	<b>119,706</b>	

<b>Murphy, Roxanne</b>	<b>Principal</b>	<b>Barrows</b>	<b>90,000.00</b>	<b>5296 295 33 13,374</b>
<b>96 0 1305</b>	<b>20,399</b>	<b>110,399</b>		

<b>David, Michelle</b>	<b>Principal</b>	<b>Arlington</b>	<b>90,000.00</b>	<b>13893 1005 33</b>
<b>13,374</b>	<b>96 0 1305</b>	<b>29,706</b>	<b>119,706</b>	

**Fiscal Year 2014-2015**

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>ANN</b>	<b>SALARY</b>
<b>HEALTH DENTAL LIFE PENSION SURV</b>				
<b>BEN OASDI MEDICARE TOTAL Fringe Sal &amp; Fringe</b>				

<b>Napolitano, Tonianne</b>	<b>Principal</b>	<b>G. City</b>	<b>90,000.00</b>	<b>14310 1035 33</b>
<b>13,374</b>	<b>96 0 1305</b>	<b>30,153</b>	<b>120,153</b>	

<b>Murphy, Roxanne</b>	<b>Principal</b>	<b>Barrows</b>	<b>90,000.00</b>	<b>5455 304 33 13,374</b>
<b>96 0 1305</b>	<b>20,567</b>	<b>110,567</b>		

<b>David, Michelle</b>	<b>Principal</b>	<b>Arlington</b>	<b>90,000.00</b>	<b>14310 1035 33</b>
<b>13,374</b>	<b>96 0 1305</b>	<b>30,153</b>	<b>120,153</b>	

**Fiscal Year 2015-2016**

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>ANN</b>	<b>SALARY</b>
<b>HEALTH DENTAL LIFE PENSION SURV</b>				
<b>BEN OASDI MEDICARE TOTAL Fringe Sal &amp; Fringe</b>				
Napolitano, Tonianne	Principal	G. City	91,800.00	14739 1066 33
13,641	96 0 1331	30,907	122,707	
Murphy, Roxanne	Principal	Barrows	91,800.00	5619 313 33 13,641
96 0 1331	21,034	112,834		
David, Michelle	Principal	Arlington	91,800.00	14739 1066 33
13,641	96 0 1331	30,907	122,707	

**Projections for 3% increase for health & dental in year 2 & 3.**

**Projections for pension remain flat at 14.86% for all three years.**